

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF ART, EDUCATION, AND COMMERCE**  
**EDUCATION PRACTICUM**  
**EDUCATION 2530**  
**FALL, 1994.**

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**OFFICE HOURS:** MWF 11:00 - 12:00, M 4:00 - 6:00, and by appointment.

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**TEXT AND RELATED MATERIALS**

Blair, Timothy R. (1988). Emerging patterns of teaching: From methods to field experience. Columbus, OH: Merrill Publishing Company.

Education Practicum Manual: Fall 1994- Winter 1995

**OPTIONAL:**

Hacker, Diana. (1989). A Canadian Writer's Reference. Scarborough, Ontario: Nelson Canada.

**PURPOSE**

The Education Practicum (Ed 2530) is designed for students in the first or second year of the B Ed program. The primary purpose is to introduce beginning teacher candidates to the professional life of the teacher as well as to orient them to the school and the classroom setting.

The practicum is intended to enhance awareness of the full responsibilities and diverse demands that a career in teaching entails by assigning student teachers to a professional-in-action.

The most prominent role of the teacher is that of instructor, but the tasks and responsibilities associated with teaching extend far beyond matters of instruction. Indeed, teaching is a many-sided, complex occupation, and this complexity can be appreciated only through insight into the teacher's other roles and tasks. Therefore, consideration will be given to the multiple roles of teaching as they are defined by the school and the wider society, and as they are interpreted by teachers themselves.

## **MAJOR OBJECTIVES**

1. To assist students in making a decision about the teaching profession as a personal career choice.
2. To assist students in choosing between the secondary and elementary route.
3. To develop students' ability to do systematic, field-based inquiry into how teachers and students carry out their roles in the classroom and within the wider school context.
4. To develop students' ability to think reflectively about their educational experiences.
5. To introduce students to issues and concerns related to practice. Due to time constraints, students should appreciate that this course can only offer a brief overview of educational theory and practice.

## **COURSE ORGANIZATION**

Ed 2530 entails two complementary kinds of learning experience:

### **SCHOOL-BASED PRACTICUM**

The *school-based practicum* provides students with opportunities to participate in the life of schools and classrooms; to work in a limited way with students at different grade levels; and to observe, investigate, and subsequently analyze instances of the ideas discussed in the seminars. This field experience consists of two five-week rounds of school visits, one in an elementary school setting and one in a secondary school setting. During each round, the student will spend five (5) full days or ten (10) half days at an assigned school.

While in the schools, students will engage primarily in three types of activities:

1. Students will participate in **teaching-related activities** associated with these diverse roles and responsibilities. A mini-lesson taught to a small group of students or the whole class might be one activity.
2. Students will **observe** students and teachers and **discuss** their growing understanding of what it means to be a teacher with their cooperating teachers, their student colleagues, and their seminar leader. It is hoped that this observation and discussion will help students **reflect** on their own values and beliefs but to begin to develop a professional identity.

3. Students will conduct more formal, systematic, **observation-based investigations (OBI's)** of the multiple roles and responsibilities associated with teaching. These investigations will be selected by the student with help from the cooperating teacher (see Education Practicum Manual).

## SEMINAR

It is intended that discussion within the seminar will direct and reinforce the learning acquired during the field experience. Therefore, the on-campus component (**seminar**) involves thoughtful study of the various roles and expectations attached to the teacher's job, as well as the social and instructional context of the teacher's workplace.

There are three inter-related themes running through the course.

### Professionalism

Identifying values, beliefs and assumptions about teaching  
The characteristics of a professional  
The duties and obligations of a professional (ATA Code of Conduct)  
Professional growth goals

### RESOURCES

Chapter 1, 2, 8 (Blair)  
Manual  
selected hand-outs  
class notes/discussion

### Reflective Practice

Developing skill in observation and reflection  
Developing skill in analysis of data  
Constructing meaning from experiences

### RESOURCES

Manual  
selected hand-outs  
class notes/discussion

### School Reality

#### Life in schools

School context  
Nature of a teacher's work  
Schools as part of a community

#### Life in the classroom

Instruction  
Classroom management  
Relationships

### RESOURCES

Chapter 2, 3, (Blair)  
Manual  
class notes/discussion

Chapter, 4,5  
Manual  
class notes/discussion  
selected hand-outs

The above outline should be considered tentative: it may be necessary to modify the course as student interests and needs become apparent.